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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade: Kinder** | | **Unit: Sharing the Planet (Maths – Agenda)** | | | | | **Driving  Supporting X Discipline-Specific** | | | | |
| **Modality**  **X Visual**  **x Kinaesthetic**  **Auditive** | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| X Visual-Spatial  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  x Observation  Performance Assessment  Process-focused  **Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **x Checklist**  **Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:**    **NUMBER:\*** Identifies numbers up to 50. Order numbers up to 50  \*Using objects starts making simple addition (Number stories).  \*Uses yesterday, today and tomorrow, determines what comes before, after in a sequence. Temperature Hot, warm and Cold  \*Completes symmetrical designs using concrete material and makes graphic representations.  \*Groups a set of objects according to at least two different criteria and explains the concept of Class Inclusion | | | | | | **Skills: Thinking** (comprehension, analysis, application) | | | | | |
| **Materials:**  According to each station | | | | | | **Grouping**  Individual  Pairs  **X Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  **X Stations** |
| **Date:** week 30: Apr. 4th to 8th | | | **Time:**  20 min in each station, 3 periods. | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the class according to flexible grouping and explain what to do in each station. Give out the route to each child according tohis/her agenda. | | | | | | | | | | | |
| **Main Activity:**  **Station 1: Order Numbers up to 50: (Guided Practise):** Each child will have a worksheet with some missing numbers until 50 and they have to complete the sequence from 1 to 50.  **Station 2: Number Stories (Scaffolding):** Teacher will continue with number stories with the whole process for example: 3 + 2 = 5, 5 – 3 = 2, …  **Station 3: Symmetry (Guided practice):** Children will have the opportunity to identify symmetry with tangrams and makes graphic representation of them.  **Station 4: Class inclusion (Teacher)**: The teacher will finish the diagnostic with those children that have not done this activity. No whole group go to this station.  **Station 5: Measurement: After and Before in a Sequence (7 moments) (Independent):** Make the register of the Jelly process, what happened before and what happened after, in their notebooks. | | | | | | | | | | | |
| Station 1.  Tier 1 and 2: children will complete the sequence until 50.  Tier 3: Children will complete the sequence until 60. | | | | | | | | | | | |
| Station 2  Tier 1: 4 moments  Tier 2: 5 moments  Tier 3: 6 or 7 moments | | | | | | | | | | | |
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